

Student Achievement and Accountability

Annual Report

Iowa Code Section 284.12(1)



**Iowa Department of Education
Grimes State Office Building
Des Moines, IA 50319**

January 2005

**State of Iowa
Department of Education
Grimes State Office Building
Des Moines, Iowa
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**Iowa Department of Education
Annual Report 2005
As Required by Iowa Code Section 284.12(1)
Student Achievement and Teacher Quality Program**

Legislation passed during the 2001 Iowa legislative session established the Student Achievement and Teacher Quality Program, Iowa Code Section 284.12(1). This legislation requires the Iowa Department of Education (DE) to annually report the statewide progress on the following: Student achievement scores in mathematics and reading at the fourth and eighth grade levels on a district-by-district basis; evaluator training program; team-based variable pay for student achievement; and changes and improvements in the evaluation of teachers under the Iowa Teaching Standards. The report is being made available to the chairpersons and ranking members of the senate and house committees on education, the legislative education accountability and oversight committee, the deans of the colleges of education at approved practitioner preparation institutions in this state, the State Board of Education, the Governor, and school districts.

**Student Achievement Scores in Mathematics and Reading at the Fourth and Eighth Grade Levels
on a District-by-District Basis**

**2002-03 & 2003-04 Biennium
Adequate Yearly Progress Report
Percentage of Students Proficient
(Iowa School Districts)**

Blank = Not Applicable (Whole Grade Sharing)

NAME	4th Grade Reading	4th Grade Mathematics	8th Grade Reading	8th Grade Mathematics
Adair-Casey	72	76	58	64
Adel-DeSoto-Minburn	88	88	75	72
AGWSR	77	78	77	83
A-H-S-T	71	77	76	81
Akron Westfield	79	80	69	77
Albert City-Truesdale	82	85	76	79
Albia	74	73	66	62
Alburnett	80	88	77	81
Alden	82	84	64	67
Algona	85	77	83	79
Allamakee	77	78	73	71
Allison-Bristow	80	89	78	83
Alta	75	77	71	73
Ames	91	91	84	90
Anamosa	77	80	79	80
Andrew	91	84	62	71
Anita	91	80		
Ankeny	87	87	85	86
Anthon-Oto	90	85	69	64
Aplington-Parkersburg	84	78	76	78
Armstrong-Ringsted	67	72	75	83
Ar-We-Va	90	92	58	74
Atlantic	74	74	75	73
Audubon	87	92	77	94
Aurelia	>99	93	92	87
Ballard	83	84	76	81

Battle Creek-Ida Grove	82	84	74	83
Baxter	92	92	90	85
BCLUW	82	87	71	76
Bedford	91	92	59	64
Belle Plaine	78	80	71	71
Bellevue	81	89	74	81
Belmond-Klemme	90	84	66	66
Bennett	96	93	81	86
Benton	78	85	72	69
Bettendorf	86	84	78	79
Bondurant-Farrar	81	78	75	80
Boone	81	86	67	71
Boyden-Hull	81	80	77	72
Boyer Valley	78	76	61	66
Brooklyn-Guernsey-Malcom	79	80	69	70
Burlington	65	73	64	67
C and M	73	83	64	67
Cal	88	91		
Calamus-Wheatland	81	84	79	90
Camanche	73	67	65	67
Cardinal	70	73	73	68
Carlisle	78	78	61	65
Carroll	82	82	71	83
Cedar Falls	90	90	76	79
Cedar Rapids	68	68	71	69
Center Point-Urbana	72	65	78	81
Centerville	74	75	60	63
Central	72	88	78	75
Central City	62	68	72	77
Central Clinton	89	91	81	80
Central Decatur	71	77	67	71
Central Lee	67	61	60	71
Central Lyon	86	74	81	79
Chariton	72	74	58	67
Charles City	80	78	66	67
Charter Oak-Ute	78	82	73	86
Cherokee	75	72	69	73
Clarinda	83	78	54	65
Clarion-Goldfield	74	81	74	73
Clarke	74	76	59	59
Clarksville	68	69	63	73
Clay Central-Everyly	88	85	85	87
Clear Creek-Amana	76	78	66	74
Clear Lake	78	81	63	74
Clearfield	87	93		
Clinton	70	67	61	61
Colfax-Mingo	63	64	54	69
College	80	81	76	77
Collins-Maxwell	75	77	72	77
Colo-Nesco	82	70	67	68
Columbus	55	67	55	54
Coon Rapids-Bayard	66	75	79	82

Corning	76	83	73	72
Corwith-Wesley	93	89		
Council Bluffs	65	70	58	58
Creston	79	76	74	69
Dallas Center-Grimes	85	90	77	85
Danville	88	81	70	70
Davenport	64	65	56	54
Davis County	76	75	70	74
Decorah	86	82	85	88
Deep River-Millersburg	74	78		
Delwood	92	88		
Denison	65	70	65	71
Denver	76	81	76	90
Des Moines	67	66	54	55
Diagonal	70	60	92	92
Dike-New Hartford	82	93	64	82
Dows	59	85	59	69
Dubuque	74	70	66	70
Dunkerton	78	80	69	61
Durant	84	88	75	71
Eagle Grove	84	77	64	62
Earlham	73	64	74	81
East Buchanan	69	77	72	81
East Central	88	88	63	63
East Greene	68	66	62	71
East Marshall	85	81	71	83
East Union	87	87	68	69
Eastern Allamakee	83	81	75	83
Eddyville-Blakesburg	76	75	64	67
Edgewood-Colesburg	82	78	73	81
Eldora-New Providence	73	74	73	76
Elk Horn-Kimballton	75	92	69	78
Emmetsburg	80	80	72	75
English Valleys	78	87	55	72
Essex	76	76	64	79
Estherville Lincoln Central	74	75	66	71
Exira	75	64	69	78
Fairfield	86	85	75	78
Farragut	71	76	63	66
Forest City	83	81	70	72
Fort Dodge	68	69	64	62
Fort Madison	74	79	70	77
Fox Valley	48	51		
Fredericksburg	71	73	71	71
Fremont	64	82	64	64
Fremont-Mills	67	66	65	63
Galva-Holstein	88	87	76	66
Garnavillo	74	74	71	75
Garner-Hayfield	79	84	76	77
George-Little Rock	91	88	68	75
Gilbert	93	93	82	79
Gilmore City-Bradgate	88	76	72	78

Gladbrook-Reinbeck	84	81	75	85
Glenwood	77	78	72	78
Glidden-Ralston	86	77	70	76
GMG	78	91	69	65
Graettinger	60	71	67	77
Greene	94	92	74	78
Grinnell-Newburg	81	87	73	79
Griswold	72	73	80	91
Grundy Center	93	87	78	77
Guthrie Center	81	82	83	86
Guttenberg	71	78		
Hamburg	76	74	71	64
Hampton-Dumont	67	61	69	73
Harlan	84	80	75	80
Harmony	78	78	52	61
Harris-Lake Park	98	98	79	84
Hartley-Melvin-Sanborn	86	77	70	74
Highland	57	62	62	68
Hinton	80	86	75	79
H-L-V	73	83	70	66
Howard-Winneshiek	76	78	71	78
Hubbard-Radcliffe	85	80	75	75
Hudson	75	79	81	81
Humboldt	87	83	81	80
IKM	84	76	82	85
Independence	85	82	70	73
Indianola	85	90	77	83
Interstate 35	82	86	70	79
Iowa City	80	79	77	82
Iowa Falls	76	87	75	70
Iowa Valley	82	84	70	82
Janesville	67	87	80	91
Jefferson-Scranton	81	78	83	75
Jesup	74	75	75	73
Johnston	91	91	86	89
Keokuk	76	76	61	59
Keota	83	87	67	75
Kingsley-Pierson	83	79	74	87
Knoxville	75	76	63	71
Lake Mills	83	78	69	74
Lamoni	74	81	73	85
Laurens-Marathon	83	80	77	80
Lawton-Bronson	90	88	85	83
Le Mars	81	80	78	85
Lenox	64	66	63	77
Lewis Central	65	60	62	66
Lineville-Clio	87	63	60	73
Linn-Mar	82	84	82	83
Lisbon	69	70	82	89
Logan-Magnolia	84	83	64	67
Lone Tree	81	75	75	80
Louisa-Muscatine	72	63	64	57

LuVerne			80	80
Lynnville-Sully	84	82	88	92
Madrid	85	86	71	79
Malvern	74	82	81	76
Manning	86	74	83	91
Manson Northwest Webster	75	81	84	90
Maple Valley	69	75		
Maquoketa	71	73	70	72
Maquoketa Valley	84	88	81	83
Marcus-Meriden-Cleghorn	72	79	81	78
Marion	78	82	74	83
Marshalltown	67	66	62	63
Martensdale-St Marys	76	79	68	73
Mason City	76	74	71	73
Mediapolis	82	89	77	79
Melcher-Dallas	84	83	61	63
Meservey-Thornton	71	59	70	71
MFL MarMac	68	64	58	63
Midland	82	70	65	70
Mid-Prairie	79	74	75	77
Missouri Valley	72	65	73	71
MOC-Floyd Valley	91	92	81	81
Montezuma	84	87	65	65
Monticello	81	76	78	85
Moravia	91	83	75	71
Mormon Trail	87	87	58	59
Morning Sun	81	78		
Moulton-Udell	85	78	82	76
Mount Ayr	90	83	78	82
Mount Pleasant	79	75	69	70
Mount Vernon	81	81	79	82
Murray	74	80	70	68
Muscatine	87	87	75	78
Nashua-Plainfield	80	87	80	85
Nevada	82	80	77	83
New Hampton	86	82	73	81
New London	75	78	64	79
New Market	89	72	45	48
Newell-Fonda	81	90	74	82
Newton	74	76	64	64
Nishna Valley	70	61	69	82
Nodaway Valley	76	76	73	72
Nora Springs-Rock Falls	87	88	73	85
North Cedar	76	82	74	80
North Central	76	62	52	71
North Fayette	78	88	75	84
North Iowa	76	81	60	65
North Kossuth	80	89	65	67
North Linn	80	79	73	82
North Mahaska	88	92	73	74
North Polk	85	93	79	85
North Scott	85	86	75	77

North Tama County	79	93	66	83
North Winneshiek	59	79	61	76
Northeast	87	81	81	83
Northeast Hamilton	92	91	55	74
Northwood-Kensett	75	83	66	85
Norwalk	79	84	75	77
Odebolt-Arthur	86	88	73	71
Oelwein	62	66	68	75
Ogden	85	83	71	71
Okoboji	80	80	73	70
Olin	84	84	57	66
Orient-Macksburg	69	69	60	66
Osage	84	81	85	86
Oskaloosa	77	78	69	68
Ottumwa	65	72	63	55
Panorama	91	89	79	76
Parkersburg	85	85		
Paton-Churdan	86	66	55	45
PCM	87	80	73	74
Pekin	80	79	67	66
Pella	91	90	82	85
Perry	58	61	64	63
Pleasant Valley	84	85	78	83
Pleasantville	84	81	75	78
Pocahontas Area	73	68	72	84
Pomeroy-Palmer	81	89	81	83
Postville	73	71	65	69
Prairie Valley	84	88	65	70
Prescott	71	82		
Preston	92	92	62	54
Red Oak	71	73	65	68
Remsen-Union	88	92	81	82
Riceville	81	81	68	71
River Valley	85	96	79	88
Riverside	74	74	78	80
Rock Valley	88	82	76	82
Rockwell City-Lytton	88	83	77	78
Rockwell-Swaledale	64	63	63	62
Roland-Story	88	90	76	77
Rudd-Rockford-Marble Rock	71	61	56	61
Russell	52	57	71	59
Ruthven-Ayrshire	95	>99	80	78
Sac	78	67	76	77
Saydel	69	72	44	52
Schaller-Crestland	85	77	74	77
Schleswig	90	90	63	83
Sentral	68	76	74	80
Sergeant Bluff-Luton	81	80	59	74
Seymour	63	66	66	70
Sheffield-Chapin	74	91		
Sheldon	82	87	74	85
Shenandoah	75	64	56	62

Sibley-Ocheyedan	87	85	79	81
Sidney	75	82	74	79
Sigourney	80	69	55	63
Sioux Center	84	85	77	85
Sioux Central	84	75	83	77
Sioux City	68	66	57	60
Solon	83	81	86	86
South Clay	85	85		
South Hamilton	87	93	75	81
South O'Brien	80	86	84	89
South Page	77	87	73	71
South Tama County	72	68	74	75
South Winneshiek	75	77	70	80
Southeast Polk	78	79	74	75
Southeast Warren	81	88	51	66
Southeast Webster	58	58	65	66
Southern Cal	81	67	65	63
Spencer	82	81	74	79
Spirit Lake	85	84	81	84
Springville	75	77	74	69
St Ansgar	83	79	74	71
Stanton	89	93	80	78
Starmont	73	72	72	72
Storm Lake	62	71	58	65
Stratford	69	>99		
Sumner	80	81	66	76
Terril	90	95	63	71
Tipton	88	90	79	81
Titonka	72	79	76	67
Treynor	88	86	91	87
Tri-Center	86	79	75	74
Tri-County	69	76	57	49
Tripoli	83	82	71	82
Turkey Valley	74	73	58	82
Twin Cedars	70	74	68	68
Twin Rivers	82	82		
Underwood	74	80	56	69
Union	84	82	74	82
United	84	84		
Urbandale	87	92	79	84
Valley	78	73	65	67
Van Buren	80	91	66	75
Van Meter	87	80	81	83
Ventura	86	75	64	66
Villisca	72	88	66	83
Vinton-Shellsburg	76	79	68	84
Waco	75	84	76	80
Wall Lake View Auburn	84	88	76	76
Walnut	61	71	75	81
Wapello	81	73	64	68
Wapsie Valley	81	80	68	70
Washington	71	74	69	80

Waterloo	58	53	51	52
Waukee	88	88	83	87
Waverly-Shell Rock	88	87	75	84
Wayne	89	79	69	67
Webster City	82	87	66	74
West Des Moines	85	91	83	86
West Bend-Mallard	80	89	81	88
West Branch	81	89	80	81
West Burlington	67	69	61	71
West Central	87	82	80	80
West Central Valley	79	75	64	64
West Delaware County	80	74	78	84
West Hancock	69	71	69	67
West Harrison	77	66	67	60
West Liberty	67	75	66	70
West Lyon	87	83	81	79
West Marshall	79	83	65	72
West Monona	76	64	74	78
West Sioux	63	69	69	70
Western Dubuque	82	77	73	75
Westwood	73	63	70	70
Whiting	90	93	74	91
Williamsburg	83	81	70	77
Wilton	76	77	70	69
Winfield-Mt Union	76	77	64	62
Winterset	78	71	78	78
Woden-Crystal Lake	80	76		
Woodbine	81	68	58	58
Woodbury Central	84	77	66	79
Woodward-Granger	75	91	80	76

Evaluator Training Program and Changes and Improvements in the Evaluation of Teachers Under the Iowa Teaching Standards

Iowa Evaluator Approval Training Program (IEATP) - The DE released a request for proposal for the IEATP. This proposal was awarded to the area education agencies (AEAs), the School Administrators of Iowa, the University of Northern Iowa, and the Southeast Regional Laboratory (SERVE). This group, in cooperation with DE personnel, worked with Dr. Barbara Howard from SERVE to develop the instructional materials and development processes for the trainers and the participants in the evaluator approval program. A statewide application process for potential trainers was implemented. Applications were accepted from any interested personnel.

Sixty-five trainers were selected through a statewide application process and they were trained during the summer and fall of 2002. Each trainer must demonstrate the ability to not only train but also certify the skills needed by each member of the cohort group. Cohort groups are trained across the state with a ratio of 30 to 1. Training is provided in five regions organized by AEA:

- South (AEAs 13, 14, 15, 16)
- Central (AEA 11)
- Northwest (AEAs 4, 8, 12)
- East (AEAs 9, 10)
- Northeast (AEAs 1, 267)

Each region has a minimum of 13 trainers plus a regional coordinator and is responsible for the delivery of training in that region as a whole as coordinated through the DE. The first cohort of training began in September 2002 and continued through December 2002. A second cohort ran from January through June of 2003. The third cohort was

conducted in the fall of 2003 and the fourth cohort was conducted during the spring of 2004. A minimum of 2,100 participants will have been trained by the end of the 2003-2004 year.

During the 2004-2005 school year, an additional 225 participants statewide will have completed the training by March 2005. Each region has conducted one to two cohorts.

Priority enrollment continues to be given to administrators who are required to evaluate second year beginning teachers, career teachers, and coaches as part of their responsibility for the public school district.

The IEATP is intended to develop three basic skill sets in potential evaluators: 1) knowledge and understanding of the Iowa Teaching Standards and Criteria; 2) data collection and management skills; and 3) feedback and conferencing skills. These three skill sets are developed in three separate modules. The fourth component of the training is a separate module conducted by each of the AEAs. As part of the Data Driven Leadership Training, the fourth skill set of data based decision-making is developed with all participants.

Each of the four training modules implemented for evaluator approval includes theory, demonstration, practice and application of learning. Participants are expected to demonstrate basic knowledge and to apply learning to school context situations. This application activity is observed by the trainers to ensure that evaluators are proficient in the desired skills required under these new expectations.

The higher education institutions offering approved administrator preparation programs have integrated this new evaluator training into their pre-service school administration programs. Each college or university has qualified trainers using the approved training curriculum to ensure that graduates from these programs are certified upon graduation to evaluate Iowa teachers.

All administrators are required to successfully complete this training in order to renew their evaluator approval and the corresponding general administrative endorsement. Iowa law provided a \$1,000 award upon successful completion of the evaluator training until July 1, 2004. Since that time, the cost of continuing the in-service training program has been supported through registration fees.

The approved curriculum is currently under revision. It will combine all four skill sets into one training program conducted by the DE on a regional basis. It will also expand the focus of the applications to include work with career teachers and their use of individual career development plans. The new revised curriculum will be used beginning March 2005. A retraining of selected trainers will be conducted in February 2005.

As a result of the 2002 legislative requirement, the Iowa Teaching Standards and Criteria became the statewide expectation for all teachers. The DE has developed and shared a model evaluation process and the summative evaluation instrument to be used at the culmination of the comprehensive performance review <http://www.state.ia.us/educate/ecese/tqt/tc/teacheval.html>. Dr. Tom McGreal collaborated with the DE in the development of the evaluation model. The evaluator training program outlined above includes these statewide models as part of the training materials.

Evaluation Model - The DE, in collaboration with Dr. Tom McGreal, developed a model for a local evaluation system. This model was made available to the public in August 2002 at <http://www.state.ia.us/educate/ecese/tqt/tc/doc/evalmodv2.pdf>. This document provides local Iowa school districts with a basic evaluation model that can be used to shape a standards-based teacher evaluation system that will meet all the expectations of the Iowa Teacher Quality Program. This model encourages a range of sources of data and information to document that teachers meet the Iowa Teaching Standards. The model also incorporates the requirements for evaluation that are included in the Teacher Quality legislation.

Model Descriptors - The DE worked with a cadre of educational experts led by Dr. Vickie Trent, University of Northern Iowa; Dr. Charlotte Danielson, Outcomes Associates; Dr. Tom McGreal, Professor Emeritus, University of Illinois; Dr. Beverly Showers, Staff Development Consultant; and Dr. Barbara Howard, SERVE; to develop model descriptors to support the criteria for the Iowa Teaching Standards. These model descriptors are intended to help districts further define, in operational or behavioral terms, expectations under the Iowa Teaching Standards and Criteria. These model descriptors can be located at <http://www.state.ia.us/educate/ecese/tqt/tc/documents.html>.

Comprehensive Evaluation Instrument - The DE worked with legal representatives from School Administrators of Iowa, Iowa State Education Association, and the Iowa Association of School Boards on the development of the summative Comprehensive Evaluation Instrument for second year teachers. This instrument is a mandated part of a

local evaluation system that is required for use in the final evaluation of second year teachers. This instrument was included in the Evaluation Model issued by the DE and in IEATP training materials for participants in evaluator approval training.

District Evaluation Design – Beginning July 1, 2005, all districts need to base their evaluation of all teachers on the Iowa Teaching Standards and Criteria, all career teachers will be evaluated a minimum of every three years and they will annually develop and implement an individual career focused on the district's and building's student learning priorities and the district's staff development plan. They must also provide an intensive assistance component designed to support teachers not meeting one or more of the teaching standards. As a support for this work, the DE in cooperation with the AEAs conducted a statewide series of ICN sessions focused on teacher evaluation systems providing information and local school examples that have already been developed. The AEAs also have at least one consultant who serves as a liaison to districts as a person who can provide information resources and possible technical support for the district's design effort. In addition, Tom McGreal returned to the state and conducted a statewide workshop on the design of teacher evaluation systems.

The DE will provide an expansion of the current evaluation design model and staff development model by providing samples of district and building level professional development plans, individual career development plans, and samples of completed career teacher evaluations as support to the work of local districts in order to illustrate how these components all connect with one another.

Team-based Variable Pay for Student Achievement

Team-based Variable Pay (TBVP) gives schools the opportunity to explore and demonstrate methods to implement performance pay as a school team. If the schools successfully meet the student achievement goals that they have set, the staff will receive a financial reward. Ten schools in six districts were chosen as TBVP pilot schools for 2003-2004. Seven of those schools received an award.

District	School	Grades	Award
Carroll	Adams Elementary	4-5	\$27,400
Carroll	Carroll Middle	6-8	\$38,200
Davis County	Davis County Elementary	K-4	---
Davis County	Davis County Middle	5-8	\$40,000
Des Moines	Oak Park Elementary	K-5	---
Johnston	Lawson Elementary	K-5	---
Johnston	Johnston Middle	6-8	\$112,900
Johnston	Johnston High	9-12	\$127,500
Northeast Hamilton	Northeast Hamilton	K-12	\$28,400
Stratford	Stratford Elementary	K-6	\$9,600
Total			\$384,000

The implementation of TBVP in each of the schools was studied using quantitative and qualitative analysis methods including comparison of student achievement gains with matched schools that were not participating in the program. Programs, curriculum, and practices implemented in the pilot schools that serve as enablers or detractors were noted.

The results of this study indicate some inconsistencies. The benefits, like the previous study, indicate that TBVP increases the focus on student achievement goals and teamwork. Student achievement, measured by the ITBS and ITED, in mathematics increased significantly in the TBVP schools. Student achievement in reading increased, but not significantly compared to the match schools. The 2002 study had indicated positive, but not significant gains in both reading and mathematics. The major detriment of TBVP is that many teachers feel that it is disrespectful of their professionalism. Two other concerns about TBVP were also evident. First, many of the TBVP school educators noted that No Child Left Behind (NCLB) legislation was paramount on their minds overriding the effects of TBVP. Second, many educators stated that TBVP did not have any affect on their practice. They stated that the money was a nice perk, but it was not the primary reason for any changes in their school. The five major issues that became apparent during the course of this study include:

- Goals are the most motivating part of TBVP.
- Educators appreciated local control over participation in TBVP.
- The system must be designed so that the positives of TBVP outweigh the negatives.

- The model needs time for implementation. Feelings about TBVP varied greatly between TBVP schools and match schools.
- School leadership is a critical factor in the acceptance and value of TBVP.

The full text of the study will be available on the DE's Website.

Ten schools completed applications to become TBVP Pilot schools for 2004-2005. The applications were evaluated independently by a panel of raters. Nine schools in six districts were chosen:

District	School	Grades
Anamosa	Strawberry Hill	K-5
Carroll	Adams Elementary	4-5
Carroll	Carroll High	9-12
Carroll	Carroll Middle	6-8
Carroll	Fairview Elementary	2-3
Des Moines	Moulton	K-8
Northeast Hamilton	Northeast Hamilton	K-12
Stratford	Stratford Elementary	K-6
Woodward Granger	Granger Elementary	K-5

The nine schools include urban, small town, and rural schools. The percent of students receiving free or reduced lunches ranged from 5 percent to 50 percent. Four of the schools participated previously in a TBVP pilot with all four schools receiving awards following the pilot.

Professional Development

This year, the DE has focused on three major functions in the area of professional development: 1) building capacity to provide technical assistance to local districts in the area of professional development; 2) assisting local districts in accessing research based instructional content through the Iowa Content Networks; and 3) assisting local districts in developing District Career Development Plans.

1. Building capacity to provide technical assistance to local districts in the area of professional development

Capacity building efforts centered on preparing AEA consultants to provide technical assistance to local districts. During the 2003-2004 school year, the DE delivered a series of seminars for AEA teams and other providers. Thirty-two local school districts participated as partners with the AEA teams and provided AEA consultants opportunities to work closely with a district as well as a specific school or schools within that district. Together AEA and local district participants learned how to apply the Iowa Professional Development Model (IPDM) in school settings.

There were 169 AEA participants and 214 local district participants. Representatives from 31 schools/districts participated. A consumer satisfaction questionnaire was completed at the final session held on April 21, 2004. AEA participants agreed with the five statements indicating satisfaction with the session (The mean responses ranged from 3.2 to 3.3. A rating of 4=strongly agree, a rating of 3 = agree). For the overall seminar series the feedback was similar. AEA participants agreed with statements regarding the acquisition of knowledge, skills and application of what they learned from the seminar series (responses ranged from 3.1 to 3.5). Local district participants also responded positively to items pertaining to satisfaction with the April 21 session (responses ranging from 3.0 to 3.1). Local district participants were satisfied with the overall seminar series (responses ranged from 3.1 to 3.3). In addition to the Seminar Series, a two-day orientation session was held for private providers, DE staff, and other individuals. Total enrollment in provider orientation session (November 8-9, 2004) was 60 participants. Mean satisfaction ratings ranged from 3.3 to 3.6 with a rating of 4 = strongly agree.

The *Iowa Professional Development Model Training Manual* has been disseminated in hard-copy format and on-line for use by Iowa school districts. This manual provides detailed information for developing District Career Development Plans as well as overviews, recommended steps, tools, and resources for designing, implementing, and evaluating quality professional development. Web site usage statistics indicate that the materials have been requested about 400 times per month. (Total of 2,769 requests between May and November 2004.) To access the training manual documents go to <http://www.state.ia.us/educate/ecese/tqt/tc/pdmtm/state.htm>.

Video clips have been completed and will be added to the professional development Web site by January 20, 2005. These clips showcase a national expert and Iowa educators describing how to make professional development a priority in local school districts and suggestions for ensuring full implementation of the Iowa Professional Development Model.

The DE disseminated six case studies to the field. In each of the six case study districts, DE staff visited classrooms, conducted interviews with teachers and administrators, and reviewed professional development data and materials. The case study reports showcase what these districts have in place and what they experienced as they followed a process of setting up professional development designed to accomplish gains in student achievement. Case studies include examples of urban, rural, and suburban schools as well as elementary, middle and high schools.

Two DVDs have been produced and are currently being disseminated. The first DVD, *Using Assessment Data at the Classroom Level* features Dave Frisbie of the Iowa Testing Programs explaining how to use Iowa Tests of Basic Skills and the Iowa Tests of Educational Development for determining student needs. The second DVD provides an overview and answers to frequently asked questions about district career development plans and the Iowa Professional Development Model.

2. Refining and Extending the Iowa Content Networks

The DE has added resources to the Iowa Content Networks to make more information about scientifically-based research available to local districts. New members were added to the Content Network Team and attended training on how to review and summarize research. A videotape of the new member training has been produced and is available to individuals who want to learn more about reviewing research. Several new reviews of reading, mathematics, and science studies have been added. Currently the Web site includes 250 reviews of studies that describe the research conducted on specific instructional strategies and programs. The Web site format has been revised to make it more user friendly and accessible to Iowa educators. Additional resources and summaries are currently being developed and will be added this spring. The Content Network Web site materials have been requested 12,503 times from November 1, 2003, to December 1, 2004, averaging almost 1,000 requests per month. The Iowa Professional Development Content Network is posted on the DE Web site:

(<http://www.state.ia.us/educate/ecese/tqt/tc/prodev.html>).

3. District Career Development Plans – supporting AEAs to provide technical assistance

Rules for the District Career Development Plans (DCDP) and the Iowa Professional Development Standards were passed in January and went into effect March 2004. Each LEA submitted their DCDP as part of their Comprehensive School Improvement Plan in September 2004. Technical assistance in designing the DCDP was made available to districts by the DE in multiple formats including print materials, Web-based materials, ICN sessions, and workshops. Each AEA also provided in-depth technical assistance to local districts. AEAs reported that all districts were offered technical assistance. The AEAs described their services as a combination of workshop sessions and on-site technical assistance by consultants. (Data collected in a focus group of AEA professional development consultants on April 28, 2004.)

This fall, the DE facilitated a process for studying the District Career Development Plans and other professional development documents. Each AEA engaged in one of seven full-day meetings to study district-level plans for professional development and to consider ways to assist local districts in planning and delivering quality professional development. Each AEA will receive a report that includes information about strengths and needs, a list of the professional development content identified by each local district, and recommendations for technical assistance and support to assist local districts. The DE is using this data to design additional statewide technical assistance.